

Memoirs of an archivist: festschrift in honour of Prof Mnjama

Edited by

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First published in 2019 by ESARBICA
c/o National Archives and Records Service of South Africa
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Arcadia, Pretoria
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Website: www.esarbica.com

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ISBN 978-0-620-79259-2

Cover design: Justice Phukubje
Printed and bound by Wilpro Printers, Kempton Park

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ACKNOWLEDGEMENTS

Many people have contributed to this festschrift in a different way. First and foremost, the coordination by the committee for Prof Mnjama's festschrift as it was known in a WhatsApp group, is acknowledged. The committee consisted of Mpho Ngoepe, Segomotso Keakopa, Thatayaone Segaletsho, Shadreck Bayane and Julie Moloi. Without the contributors, this festschrift would not have been produced. We are indebted to all the contributors for heeding the call by submitting their experience and interaction with Prof Mnjama in the form of essays, poems, letters and anecdotes. Justice Phukubje, a PhD student at the University of South Africa, is appreciated for drawing the portrait of Prof Mnjama and compiling the book cover. Language editing was meticulously carried out by Letitia Greenberg from the Auditor-General South Africa. However, the introduction of the festschrift was edited by Dr Lorette Jacobs of the University of South Africa while the blurb was polished by Dr James Lowry of the University of Liverpool. Finally, the support offered by ESARBICA to honour one of its own is commended. Those of whom we have deliberately forgot to mention, we salute you.

FOREWORD

Memoirs of an Archivist: Festschrift in honor of Prof Mnjama is an honest testimony of the greatest of all time African archival thinker. The timing of the release of the book-coinciding with the 50th anniversary of the Eastern and Southern African Regional Branches of the International Council on Archives (Esarbica) is an honorable salute to this iconic practitioner, intellectual and teacher.

I first met Prof Mnjama in August 1996 when he single handedly founded the University of Botswana programme in archives and records management. I joined him in the same year but reported for duty in February of 1997- as his first Staff Development Fellow. At the time of joining his department I knew very little about the world of archives and depended solely on him for guidance- given my level of underdevelopment. Professor Mnjama shared his knowledge selflessly and magnanimously.

In his 42 years of a trailblazing career, Professor Mnjama left his academic footprints all over the African continent and abroad. His persistent research on Africa's displaced colonial archives and his relentless activism for the repatriation of Africa's cultural treasures has produced good results. Today, thanks to the efforts of Professor Mnjama and his colleagues, the territorial provenance of Africa's cultural heritage is now a widely accepted principle that is actively championed by the United Nations, developing states and by many none state actors.

Written richly from the perspective of the many African archivists that he groomed, this book is a must read for what it means to practice, teach and mentor archivists with the highest level of personal and professional integrity and a proud testament of how one man's jealous commitment to the safeguarding of Africa's cultural wealth affected the course of Africa's archival landscape. The publication of this book should be followed by many others as African archivists race against time to preserve remnants of their intellectual and cultural treasures.

Dr Lekoko S Kenosi

Head of Archival Collections: Qatar Foundation

1

INTRODUCTION: IN THE BEGINNING

**MPHO NGOEPE
UNIVERSITY OF SOUTH AFRICA**

The idea of publishing the memoirs of an African archivist and academic, Prof Mnjama, was conceived when I had a tête-à-tête with him in early 2017. In our conversation, I established that Prof Mnjama has been in the archives and records management field for 40 years, first as an archivist and later an academic, contributing to the field as a scholar and expert. His ruby anniversary should therefore be a special one and is worth celebrating, as he is also in the twilight of his career. As a result, I convinced my colleagues to invite him to the Department of Information Science at the University of South Africa to deliver the annual archives lecture in November 2017. This was the fifth annual lecture offered by the Department; the inaugural being delivered by Luciana Duranti of the University of British Columbia in 2012. Since then Justus Wamukoya of Moi University presented the lecture in 2013, Verne Harris of the Nelson Mandela Foundation in 2014, Julie McLeod of Northumbria University in 2015 and Alexio Motsi of the National Archives of South Africa in 2016.

It was therefore befitting for a colossal giant of Prof Mnjama's stature to deliver the 2017 annual archives lecture during his ruby anniversary in the archives and records management arena. In his lecture, Prof Mnjama shared his experience on the Orentlicher principles pertaining to the preservation and access to archives. I believe that archivists and records managers from southern Africa were able to quench their archival thirst from his lecture; for whoever drank from this archival well will never

thirst but preserve records of enduring value for posterity and future access.

I thought the lecture alone was not enough to celebrate the contributions of this towering archival giant. Together with Dr Thatayaone Segaletsho, a former doctoral student of Prof Mnjama, a committee was convened to coordinate the writing of a festschrift in honour of Prof Mnjama. This committee comprised of Dr Segaletsho as a convenor, Dr Segomotso Keakopa, Mr Shadrack Bayane, Ms Julie Moloi and myself. The assistance of ESARBICA was obtained to support the publishing of the festschrift.

Contributions for this festschrift came from his students, colleagues in the region and diaspora. Though there are very few contributions from his contemporaries, this should not be seen in a negative light. The majority of contributions from his students show that Prof Mnjama has successfully passed the baton by teaching the next generation how to throw and interpret the archival divine bones. For myself, I am one of the earliest beneficiaries of Prof Mnjama's tutelage, although indirectly. I first met this teetotaller archivist in the eve of the millennium in South Africa. I still remember vividly, the first question he asked me was 'young man, are you Y2K compliant?'. Our paths crossed again in 2004 in Sandton and the Kruger National Park. One thing I realised about Prof Mnjama was that he does not forget a face. Even after four years has passed since he met me, he recognised me. I also noticed his passion of repatriating 'migrated archives' hence Batswana would often say 'Naa re monnamogolo ga a lapiswe ke migrated archives' as he often revisits the subject. One hilarious moment I remember about Prof Mnjama was in 2007 after presenting a paper on records management and corruption

at ESARBICA conference in Dar es Salaam. A delegate asked Prof Mnjama a question that sparked debate. The question was ‘Is this conference about empowering society to be corrupt?’ Though the initial launch of the festschrift was planned for 2018, the golden jubilee of ESARBICA persuaded the committee to postpone the launch to coincide with this golden jubilee. Another positive coincidence is that the ESARBICA conference and jubilee celebration is hosted by Botswana, the second home to Prof Mnjama since 1996. In conclusion, I hope the writing of the festschrifts would be extended to other archival luminaries and divas in the region, both the educators and practicing archivists who contributed and are still contributing to the development of archival practice and theory. This will be in line with one of ESARBICA resolutions, taken in Windhoek in 2009, to honour our own while they are still with us. Credit and honour are due to individuals who make a difference to society, whilst they are with us. It is no use to buy them flowers when they are gone. I cannot wait to read ‘The pig, piglets and other archival stories’.

2

SHINE ON DEAR PROFESSOR NATHAN MNJAMA

**SHADRACK VENSON
UNITED NATIONS**

Shine on dear Professor Nathan Mnjama
You are a shining star destined for the heavens
You are an inspiration to many
A success story to many more
You are many good things to all

What should I compare you to?
In this time and day where there are few men of honour
Should I compare you to a lily of the valley?
In these times foretold by Paul the Apostle
Or should I speak of you to the academics?
For there as well you did not fail, but excelled

To me you have been a figure of hope
A representation of faith
With your gait so unassuming
With your tongue so untwisted and powerful
With your attire so unsuggestive

A man of valour
A demonstration of servanthood mind
That is what you are
A teacher of meekness
That is, you!

Shine on dear professor

For yours is not a retirement
It is merely a change of hats
From the black cap to the white collar

3

NATHAN UNPACKED: UNDERSTANDING MNJAMA THROUGH HIS NAME

SHADRECK BAYANE
BOTSWANA INVESTMENT & TRADE CENTRE

Introduction

Some people are rocks of level-headedness. How do you manage to keep your feet on the ground when you are not only one of the world's most distinguished scholars, but also a successful father and husband whose spiritual stability is beyond reproach? This scenario paints a picture of one Kenyan native by the name of Professor Nathan Mwakoshi Mnjama who adopted Botswana as his second home by virtue of work from 1996 to date. This essay reveals how his name Nathan, chronicles his life in every aspect.

About Mnjama

Nathan M. Mnjama was born on 23 November 1951, in Shigaro Village, Taita County, in the coastal region of Kenya. He was the second-born child to the late Mr Elizaphan Mnjama and the late Mrs. Gladys Mwanake Mnjama. Growing up, he had three brothers and three sisters, but two of his brothers had passed away. Mnjama attended primary school in Taita before moving to Nairobi for secondary education. He moved back to the coast and attended Shimo la Tewa School for his "A" levels before joining the University of Nairobi in 1974.

Today, Mnjama is a University of Botswana-based Professor in archives and records management. He is a revered scholar, father, husband and church elder. He was one of my lecturers when I was reading up for my Diploma in Archives and Records Management at the University of Botswana between 2000 and 2002. We have known each other ever since and developed strong personal and professional ties.

Nathan

Could Elias Canetti have been referring to Prof Mnjama when he said, *‘People’s fates are simplified by their names’*, for Mnjama’s first name, N-A-T-H-A-N, has turned out to be a complete reflection of his life.

Reflections from the Bible

We learn from the Bible that God also gave names to some of his angels to reveal something about their character.

Lucifer – “Bearer of light”

Gabriel – “Man of God”

Michael – “Who is like God”

Lucifer

This name reflects not the present character of Satan, but his originally created purpose and character. As we came to know, Lucifer originally possessed a high place in Heaven (Isa. 14:12), perhaps the highest above all angels, but was cast down because of his desire to rise above God (Isa. 14:14).

Gabriel

Gabriel was the messenger angel of God. He was usually sent from God to man with a special message. The name Gabriel meant “Man of God”; his character trait was strength.

Michael

The third angel named in the Scripture was the most powerful. Michael was described as the archangel (Jude 9), meaning he was the highest in the order of angels. His name meant “who is like the Lord”. The name Michael emphasised his Godly character.

Back to Nathan, Nathan Unpacked

In this rare instance, a name represents a person to the core, word by word – amazing.

N for **Nurturing** father & husband

A loving and caring man, Nathan Mnjama has been happily married to Joy Mnjama for decades now. Theirs is a match made in heaven; a union of trust and respect. They are friends for life. They are partners in Christ. Joy has brought immeasurable joy to her husband, who – in appreciation – declares that:

“He who finds a wife finds what is good and receives favour from the LORD. This has been true in my life... My wife has been very supportive in all my endeavours. She sacrificed her own career to raise the children while I pursued my academic goals”.

Profound

They are blessed with four children, three boys and a girl. Responsible, well-groomed children. The first-born, David Mnjama, is a university lecturer with an LLB degree. The recently married Evans Mnjama is a medical doctor. He studied towards a BSc. Biological Sciences. Gladys Mnjama is the only daughter. She holds a bachelor's degree in Economics and Statistics and a Master of Commerce (Financial Markets) and works as a lecturer. The last born, Javan Mnjama, is a currently searching for a job with a Bachelor of Commerce Degree and a Master of Commerce in Information Systems. Like father like children. Indeed, they are following the footsteps of a giant. For a Northern Sotho adage says 'Moo go gatilego ya pele, le ya morago e tla gata gona.'

A for Archivist of note

Prof Mnjama is an imminent figure in the archival field locally, regionally and internationally. A researcher and scholar of note, his academic achievements are well documented. Listen to his words of wisdom:

"I feel humbled by what I have achieved and wish that others will go beyond my achievements"

"But Prof, what is the secret behind your success? What is your source of inspiration? And what is the future of our records management and archival profession?" The more I bombarded him with questions, the more I was more enlightened and energised by his answers:

"Always aim higher and do not settle for anything less than what you aim to achieve in life".

“I am a firm believer in the Word of God and my faith and trust in God remains my greatest hope in life”.

“Our profession is undergoing a paradigm shift and our future success depends very much on how we are able to embrace technological changes and level of our cooperation with other information professionals such as IT specialists, librarians, historians and other keepers of cultural heritage”.

The words are still reverberating in my mind. Talk of an everlasting effect.

T for Trustworthy human being

You can trust him. He is credible. He is fair. He is ethical. Here is a man who shuns all forms of unethical conduct and professional dishonesty. If you want good marks from him, for instance, work hard. It does not matter whether you are close to him or not, work hard; no favour. He is very professional. If you have any problem and you want to confide, he is a go-to elder. The trait of trust is engrained at the core of his being. Here is a paragon of sincerity, integrity, maturity and wisdom. The other day I was thinking of his enviable trustworthiness and found myself singing this song written by the Red Grammars and Pamela Phillips Oland (additions and emphasis mine).

Chorus

When forks you can trust (like the person of Mnjama) surround you

Somehow you always know where to stand

Chorus

*I need to make myself worthy
Of being someone you can trust everyday
What a different place would this world be
If the kind of Mnjama's trustworthiness was everybody's way*

I found solace in the knowledge that we still have people of Mnjama's calibre to model the virtues of honesty and trustworthiness at a time when the world is increasingly experiencing heightened instances of mistrust and misinformation.

H for Humble Soul & Holy Spirit

I have known him for years now. From our student-lecturer days, our relationship metamorphosed into a strong bond of friendship. I regard him as a father figure. He is my spiritual, personal and professional role model. A hugely successful man, spiritually and financially stable, intellectually personified – Mnjama's humility is so amazing. See him at work, home, church and social gatherings; you would instantly admire his humble disposition. You would know the Holy Spirit is at work. How he puts his professorial stripes aside and treats others with utmost respect, modesty and patience – effortlessly – is a true testament of his character.

A for Ageless fountain of knowledge

It has been over four decades of service to the records management and archival profession for him, but his optimum levels of mental and physical energy defy his age. He is still as fit as a fiddle, and full of life. How does he manage to still walk with a spring in his step at his age? Is it a case of the older the wine, the better it gets, or a case of living a balanced lifestyle? Yes, but it goes beyond that.

More often than not we – the younger generation - tend to give up easily. The Professor says we should:

“Keep on moving. Challenges are bound to come, but live a positive life. Do your best and leave the results to God. Be careful who you associate with. Build healthy relationships with professional colleagues and be willing to accept challenging tasks. Above all, trust in the Lord and lean not upon your own abilities. He will surely “perfect that which concerns you””. Ps 138:8.

N for **Neatness**

He must have listened very attentively when some wise person said “cleanliness is next to godliness”. His home, office and attire speak volumes of his cleanliness and orderliness.

Him, modestly: *“Although my parents were uneducated, they were neat and clean people who never tolerated laziness in the home. My dad worked as a chef for a colonial master and he was always in white. When I moved to Nairobi with my cousin who was working at the Kenyatta Hospital, he taught me to be neat and clean”*.

This is truly a case of the apple not falling far from the tree. By association, this neatness has also, slowly but surely, rubbed off on some of us, for which we are grateful.

Nathan always attributes his personal and professional success to God. Like the biblical Gabriel, he is ‘Man of God’.

Mnjama’s spiritual journey

Prof Mnjama came to know the Lord as his personal saviour many years ago while in high school and has ever since known God as faithful and able to carry us through life’s challenges, if only we remain obedient to His Word. Brother Prof Mnjama is so grateful to God for blessing him with a God-fearing family which has been very supportive and allowed him to pursue his professional goals. He could not have asked for anything better than this.

His advice to colleagues, students and mentees

“Always aim higher and do not settle for anything less than what you aim to achieve in life”.

Conclusion

Dear Nathan,

I hope this letter finds you in your usual good spirits. Whilst you are used to my pitching up at your office, house or church every time I need your assistance, this time around I have opted for an open letter, for you deserve a public standing ovation for a glittering archival career spanning over forty years.

Thank you and congratulations for being a successful scholar, researcher, teacher, archivist, mentor, husband, father and friend. We are profusely thankful and appreciative of your positive contribution to our personal and academic lives, and promise to build on your foundation in taking the profession to another level.

You have literally lived up to every letter of your name, Nathan, in the best ways possible. When asked to shed light on your personal and professional success, you give thanks and praise to the greatest and matchless name of Jesus Christ without whom 'Nathan' could have meant nothing.

God bless you immensely, thank you.

*Yours in Christ and Profession,
Shadreck Bayane*

4

IN REMEMBRANCE AND CELEBRATION OF PROF NATHAN MNJAMA AS A GRADUATE RESEARCH SUPERVISOR: TALES FROM FORMER STUDENTS

**OLEFHILE MOSWEU AND TSHEPHO MOSWEU
BOTSWANA CIVIL AVIATION AUTHORITY AND UNIVERSITY
OF BOTSWANA**

Introduction

Graduate student supervision in post-graduate studies is a norm. Students select suitable research topics through which they undertake research in the field. Being novice researchers, they are assigned research supervisors or promoters to guide their research journey to conclusion. The relationship between the supervisor and student is crucial for the completion of the graduate programme. There are many opinions regarding the responsibilities of supervisors. Most of all, the supervisor should give constant support and reassurance to the student (Slick, 1998; Haksever & Manisali, 2000) and keep the student's morale high (Phillips & Pugh, 2000). The guidance of a research supervisor has to be motivational, as evidenced in the literature.

This paper is written to celebrate the success of Prof Nathan Mnjama in the University of Botswana's Department of Library and Information Studies. It is a remembrance of his 40 years of service in the field of archives and records management as practitioner, academic and researcher since he started his career in Kenya in October 1977. The Florida Atlantic University's Task Force on Celebrating Faculty

Success (2012:1) defines faculty success as “the achievement of excellence in various fields of academic endeavour, including theory development, research and knowledge creation, scholarly and professional publications, conference and public presentations or exhibitions, teaching and knowledge transfer, course and curriculum innovation and enhancement, academic advising, mentoring students, service to the university and community, professional accomplishments, and community engagement.” Prof Mnjama embodies faculty in all respects.

As an attempt to illuminate Prof Mnjama’s success in the field of archives and records management as academic and research supervisor, five former Master in Archives and Records Management graduates that he supervised were asked four questions about their relationship with Prof Mnjama and their responses are presented below. The former students of Prof Mnjama cited here are Ms Kebarate Kedikilwe (MARM Graduate, 2009), Mr Nna Motlhasedi (MARM Graduate, 2012), Ms Mercia Katjiveri (MARM Graduate, 2013), Ms Ntlogelang Oketsang (MARM Graduate, 2016) and Mr Oarabile Mosienyane (MARM Graduate, 2017). The former students now work as records management practitioners in the public and private sectors.

What were the qualities of Prof Mnjama as research supervisor?

Kebarate Kedikilwe: Work Ethic – “Prof Mnjama’s work ethics pushed me to achieve results. He was extremely engaged and worked with vigour and great dedication. He was highly focused as a supervisor and consistent in his supervision. He

inspired me to work hard and complete my studies, which I managed as a result of his guidance.”

Patience – “Prof Mnjama was extremely thorough and patient with students. Due to his ability to repeatedly do follow-ups, I was able to master the process of dissertation writing from beginning to end, a trait which has immensely contributed to my professional practice to date.”

Consistency – “His structured nature afforded him the opportunity to be highly organized and in the process, he achieved high levels of consistency.”

Nna Motlhasedi: Honesty – “Prof Mnjama was a supervisor who was true to his word. He kept his word on anything that was to do with academic commitments. He was committed to specific deadlines for giving me feedback as his supervisee and he always met these.”

Inspiring – “There was never a time where he would attack or criticise me harshly. This made it easy for me to go back and continue working on my dissertation after feedback sessions. He was different from some supervisors who, I hear, would make students feel bad through their comments in the process of writing a dissertation. Rather, he was the most modest, charismatic and inspiring supervisor anyone could ever dream of working with. I regard Prof Mnjama as a model lecturer who not only teaches, but also inspires and nurtures qualities that are desirable from each and every individual to succeed in life.”

Kind – “Most lecturers I came across during my undergraduate and post-graduate studies came across as individuals who were difficult to approach. However, Prof Mnjama gave me a

different perception of what lecturers should really be like as he was the most kind, welcoming, humble and loving lecturer one could ever ask for. He often engaged me on character-building issues like encouraging me to be a person guided by the Word of God. I concluded that he, himself is a God-fearing person and is guided truly by Christian values. Even after leaving the University of Botswana after finishing my studies, he is still the same Prof to me as he was when I was still a student.”

Ntlogelang Oketsang: Focus – “Prof Mnjama focused on the needs of the university and helped it to attain its goals and objectives. He was results oriented, focused on his strengths and delivered on his tasks while I was a student at the University of Botswana.”

Humility – “He is strong, decisive and humble.”

Integrity – “He has nothing to hide as he always tells the truth to all people, in every situation. Truthfulness is the foundation quality of the trust that is necessary for success.”

Oarabile Mosienyane: Thorough – “When it comes to professionalism, Prof Mnjama is firm. This is why whenever a student’s dissertation is sent for external examination, it comes back with very minor corrections only.”

Parent – “As a student, he was like a father to me.”

Mercia Katjiveri: Knowledgeable – “Prof Mnjama is knowledgeable in the field of archives and records management. He shared that knowledge with me first during

my coursework and later when carrying out research for the master's dissertation."

Time management – "He is good with time management and always made time to meet with me to discuss progress on my research work as his supervisee."

Good listener: "He always provides answers to students' comments and questions that are appropriate to the particular curiosities and interests of the students with patience."

As you interacted with him, what did you like most about him?

Kebarate Kedikilwe: "Prof Mnjama is a very friendly, passionate and humble person."

Nna Motlhasedi: "As previously mentioned, I liked his attitude most which was most welcoming. He was easy to approach."

Ntlogelang Oketsang: "He is a father figure and a mentor, who is determined in his work. What I like most about Prof Mnjama is that when I submitted my work to him, he gave me explanatory feedback as he would highlight my mistakes and make crucial comments for the betterment of my work."

Mercia Katjiveri: "His concern for students, interest in their progress, and the provision of thoughtful and timely feedback."

Given a chance, would you choose Prof Mnjama as an academic research supervisor again?

Kebarate Kedikilwe: "Yes, I would choose him again. For the simple reason that he is results driven and every year his

students are amongst the ones graduating, if not the only ones. When I graduated in my Master's in Archives and Records Management, I was the only one who graduated that year from the entire master's programme."

Nna Motlhasedi: "I would definitely choose him anytime to supervise me on a research project as he is an all-round inspiring individual. He always tries to build and develop his students."

Ntlogelang Oketsang: "Yes, because he loves his work. He is a guru in the field of archives and records management. He does not wait for the students to call him when he is done with providing feedback. As soon as he is done with cross-checking student's work, he sends an email communicating that he is through, with the feedback."

Oarabile Mosienyane: "Yes. Prof Mnjama is quick to give feedback to students. His students graduate in record time."

Mercia Katjiveri: "Yes, because of his ability to guide and encourage students to complete their research projects."

What were the inputs of Prof Mnjama when you publish the findings of your masters' degree research?

Kebarate Kedikilwe: "After the finalisation of my academic research project, Prof Mnjama and I worked very closely together to put up a paper which was successfully published in the Esarbica Journal. Prof is very consistent and structured in his work. The same principles of hard work, commitment and time management were demonstrated in the project."

Nna Motlhasedi: “After completing my MARM programme, Prof Mnjama called me and told me how important it was to publish my findings. He explained how it is done and we took it from there. We worked together on a paper reporting my study findings until it was approved and published.”

Ntlogelang Oketsang: “I am yet to publish, but Prof Mnjama has advised me to publish the findings from my research. Due to work commitments, I was not able to publish a paper soon after I completed my studies. He assisted me by editing the draft paper to make sure it was ready for publication. I hope to publish soon with his motivation.”

Oarabile Mosienyane: “I am yet to publish findings from my research work.”

Mercia Katjiveri: “I was advised and guided to write a paper which I co-authored with Prof Mnjama. It was published in the Zambia Library Association Journal.”

Discussions

The brief discussion of the findings from the former students centres on Prof Mnjama’s qualities as research supervisor, characteristics of a good postgraduate research supervisor and mentoring of students to publish findings after the completion of their graduate studies. These attributes can also be attested to by the authors as former students of Prof Mnjama. Below is a discussion about the qualities of a research supervisor from the literature.

Qualities of a research supervisor

Good graduate supervision can be recognized by a number of characteristics. It should inspire and guide students to reach their full scholarly potential (University of Toronto 2012). It is of paramount importance for both the student and the supervisor to perform their roles well for graduate supervision to succeed. Thus, shared responsibility is a necessity. According to the University of Toronto (2012:8), the following are the responsibilities of students in graduate research supervision:

- Becoming familiar with, and adhering to, the rules, policies, and procedures in place.
- Being aware of, and conforming to, the timelines and deadlines associated with many parts of the programme.
- Preparing a research plan and timetable for the programme of study.
- Ensuring that meetings with the supervisor actually take place.
- Letting the supervisor know how the student can be contacted.
- Informing the supervisor of emerging problems in the supervisory relationship.
- Behaving in a manner that promotes a good working relationship.
- Acquiring the necessary technical, health, and safety skills for undertaking the proposed research and adhering to the ethical practices appropriate to the discipline.

The research supervisor should possess a number of characteristics which are amenable to the conclusion of the student research project. James and Baldwin (1999) provide the following characteristics as being crucial in postgraduate research:

- Ensuring the partnership is right for the project.
- Getting to know students and carefully assess their needs.
- Establishing reasonable, agreed upon expectations.
- Working with students to establish a strong conceptual structure and research plan.
- Encouraging students to publish their work early in their academic life and often.
- Initiating regular contact and provide high-quality feedback.
- Getting students involved in the life of the department.
- Inspiring and motivating students.
- Helping if academic and personal crises crop up.
- Taking an active interest in students' future careers.
- Carefully monitoring the final production and presentation of the research.

The roles and responsibilities of the student are embedded in the characteristics as pointed out by James and Baldwin (1999). The supervisor must be a mentor, guide, teacher, rule enforcer, collaborator, and judge (University of Toronto 2012:12). It is not easy to fulfil all these roles! Good supervisory practice includes:

- guiding the student in the selection and planning of a meaningful and appropriate research topic that can be completed successfully
- ensuring that students have an understanding of the relevant theories, knowledge, and background

literature, and the methodological and technical skills necessary for the research

- establishing with the student a realistic timetable for completion of the programme, preferably including a number of milestones to measure progress along the way
- providing adequate opportunity and a positive environment for discussion and constructive criticism of ideas, research plans, research results, and thesis drafts as the research progresses
- providing sufficient and appropriate guidance and commentary on progress to help ensure successful completion of the programme
- making arrangements to ensure continuity of supervision during leave or extended periods of absence
- being aware of, and ensuring the student is aware of and abides by, all relevant policies and requirements for both the academic programme and the research
- ensuring the student understands the need for, and what is meant by, the highest standard of academic and scholarly integrity, both in coursework and research
- assisting and encouraging the wider professional development of the student.

From the responses of Prof Mnjama's students, it is clear that he possesses all the suggested qualities of a research supervisor. For example, one of the respondents said, "He often engaged me on character-building issues like encouraging me to be a person who was guided by the Word of God." According to Rensburg, Mayers and Roets (2016), a supervisor needs to show interest in the life of a student beyond that of academics. The supervisor should be interested in the student as a person and demonstrate a caring commitment, which enables the

student to explore new ideas, interrogate existing ones and develop competence in the methodology and field of study.

Publishing findings after completion of graduate studies

It is notable that most of the former students of Prof Mnjama went on to publish the findings from their dissertations in journals. After the completion of research theses or dissertations, graduate students and their supervisors often publish the findings in journals. According to Mutula (2009), post-graduate research is a form of apprenticeship into mastering a systematic research process as emphasis is more on systematic investigation than on the level of extending the current state of knowledge. Derntl (2014:105) also asserts that the dissemination of research results and findings is an integral part of the research process and the career in academia. Researchers write to keep records of their work for themselves, but more importantly, for readers and peers who are expecting a standard form, language and style when reading research papers. The book of Luke 8:16 in the Bible says that “No one lights a lamp and hides it in a clay jar or puts it under a bed. Instead, they put it on a stand, so that those who come in can see the light.” Research results add to existing knowledge and publishing the results spreads this knowledge which can be used by others elsewhere to improve their lives or practices in the communities. In a similar way, the Bible verse alluded to supports research dissemination and likens it to a lamp that is placed strategically so that everyone can see the light, the knowledge and apply it.

Conclusion

In remembrance of Prof Mnjama's 40 years of service in the field of archives and records management as practitioner, academic and researcher it was befitting to illuminate his success in the field of archives and records management through some of his former Master of Archives and Records Management graduates and his supervisees at the University of Botswana on their relationship with him. The former students put forward what they believe are the qualities of a research supervisor as honesty, professionalism, humility, integrity, kindness, inspiring, being a parent, thoroughness and lively. Some of these are confirmed by the authors of this article who also benefited from Prof Mnjama as graduates of the University of Botswana's graduate programme and the published literature. For example, most students expect research supervisors to provide them with some pastoral care and counselling and timely critical feedback (Chiappetta-Swanson & Watt 2011), guidance, advice and encouragement in areas that are not strictly academic or related to the research project (Doğan & Bıkmaz 2015). They also expect quality supervision (Kibwika et al., 2013) and that the supervisor is available for consultation (Chiappetta-Swanson & Watt 2011). Professor Mnjama's former students' responses indicate that he is indeed a great asset to the academic generally world and specifically to the field of archives and records management. His efforts in grooming future professionals in this field will be ever acknowledged.

Asante Sana Prof!

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5

MENTORSHIP IN ACADEMIC SUPERVISION: THE JOURNEY OF PROF MNJAMA AS A SUPERVISOR IN DOCTORAL STUDIES

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Introduction

Never forget why, where and what you started, and you can accomplish your mission and vision. I met Prof Nathan Mnjama in 2008 when I joined the University of Botswana Library (UBL) as an Assistant Librarian. Before then, I had completed my BSc Single Major in Chemistry in 2007 from the University of Botswana Chemistry Department and was pursuing a master's degree in Chemistry. Coming from a relatively financially distressed family, securing a job was crucial at that time, and I had to abandon my studies and join the UBL as a trainee conservator. At that point, I was purely novice on conservation and preservation work.

The best thing that ever happened to me was when I met Prof Mnjama whom I was introduced to by the Former Director of UBL, Dr HK Raseroka, and my immediate supervisor, Mrs Bentley Gemma. I cannot really remember the date I met him; all I remember is that during those first times, once in a while I would contact Prof Mnjama for a few doses of advice. At first, I was of the view that Prof Mnjama was a highly ranked person, a professor, whom I did not stand a chance to chat with. Interestingly, having a science background I was always

curious to find out whether people from humanities were as smart as commonly claimed by scientists. I would then often listen attentively to any comments and conversation made by Prof Mnjama to really judge if indeed people from the humanities field could reason with brilliant thought. As time went by, I noticed that Prof Mnjama was smarter than I thought.

Our relationship moved into a place of profound and complex changes. I developed an interest in the field of academic research and drafted a paper which we published together in 2012 (Segaetsho & Mnjama, 2012). In 2010, I left for the United Kingdom to pursue a postgraduate diploma and master's degree in Conservation. When I got back home in September 2012, Prof Mnjama asked a difficult question, "What is next?" Having failed to acquire a sponsorship for a PhD in the UK and USA, I responded that I was interested in pursuing a PhD, but was having a challenge with a sponsorship. My thinking was, "How would I do a PhD if the UB Chemistry Department did not offer it part time?" Secondly, the general conditions of service of the university indicated that for support staff, a bachelor's or master's degree was adequate. Prof Mnjama responded that their department offered the PhD part time. I was somewhat confused that having general chemistry and applied chemistry in the form of my master's degree in conservation; how would I fit in the library field? Prof Mnjama advised that at PhD level, it is all about rigor in research. I could study the management aspect of preservation and conservation rather than the scientific technical or hands-on aspect. Come the year 2013, I approached Prof Mnjama and asked for information on the application procedures. After applying, I was admitted for my MPhil/PhD studies.

Following my enrolment in the PhD studies, our relationship gained strength and experienced extensive growth. Our individual underlying beliefs seem to be much more the same than ever before. The past nine years since I met Prof Mnjama have been truly remarkable years of both academic and social esteem. It is in this regard that this chapter shares my opinions on “Mentorship in Academic Supervision: The Journey of Prof Nathan Mnjama as a Supervisor in Doctoral Studies.”

Mentorship in academic supervision

Supervision in an academic environment simply refers to a matter of deploying the right kind of skills and knowledge, certainly with the goal of producing successful undergraduate and graduate students. However, Grant (2005:11) warns that the process of supervision has various problems, “... the unequal institutional position of supervisor and student, not to mention their different social positioning which produces different expectations and practices around communication.” Grant (2005) further posits that the word ‘supervision’ obscures different views on values, beliefs, assumptions and practices. Different practitioners in academia view supervision from different perspectives. To some extent, academia argue about what exactly is the fuss about supervision. Grant (2005:6) illustrates this by sharing a statement once made during plenary discussions, “What’s all this about supervision relationships. Supervision is not a relationship, it’s work.” These statements to some extent suggest that some academics are of the view that relationships should not be part of supervision. However, scholars argue increasingly that effective leadership is associated with leaders who can provide good relationships such as mentorship.

Lapierre, Naidoo and Bonaccio (2012:766) express that the “receipt of mentorship is associated with various favorable behavioral, attitudinal, health-related, relational, motivational, and career outcomes.” The benefits of mentoring vary from one field to another either in an academic field or in industrial situations. Lapierre et al. (2012) observe that mentoring uses the theory of social exchange to indicate that individuals are motivated to provide mentoring if doing so is more beneficial than costly to the mentor. The social exchange theory posits that when an individual observes that a relationship with another person offers the possibilities of greater rewards than costs, he or she will be more inclined to develop the relationship (Blau, 1964; Lapierre et al., 2012). In essence, Baranik, Roling and Eby (2010:367) posit that the benefit of mentoring to an individual, particularly the protégé lies along two major perspectives:

The first protégé benefit is career-related support, which serves to advance the protégé’s career through the specific mentor support behaviors of sponsorship, coaching, protection, challenging assignments, and exposure and visibility.

The second protégé benefit is psychosocial support, which provides protégés with a sense of social support, often serving to increase the protégé’s sense of competence, effectiveness, and belongingness. Friendship, role modeling, counseling, acceptance and confirmation are subsumed under psychosocial support.

In other words, mentoring is wielded to offer carrier/professional development and psychosocial support to

the mentee. The broad common understanding is that mentorship is a two-way process of sharing knowledge, advice, social beliefs and experiences, and professionally developing a mentee. Mentorship is the process of cooperation and nurturing relations, orienting assistance through promotion and sharing of knowledge and experiences. In such a journey, it is quite difficult to judge who is the best between the mentor and the mentee. Although supervision in academic endeavour can be characterised by different activities, this paper posits that mentoring plays a critical role during the supervision of students. This anecdote proposes that similar premises to the social exchange theory can be used to argue that when supervisors in academic studies have good traits of mentorship, this could lead to conducive study environments, culminating in good carrier/professional development and psychosocial support to students. The anecdote discusses the traits of mentorship observed from Prof Mnjama during a doctoral study by the author at the University of Botswana between 2013 and 2017.

Carrier/Professional development

The pursuit of graduate studies resonates in having a student who receives supervision from the teacher/lecturer. In an academic field, supervision means the action or process of watching and directing the student on what they do or how they do their academic study at the level of post-graduate diploma, or master or doctor of philosophy degree. Such a process requires traits of both coaching and mentoring. The supervisor has to be able to mentor, monitor, and negotiate for the student until completion of their studies. Evidence of carrier/professional development is associated with being able to help “prepare protégés for career development in the

organisation, increase the protégé's sense of professional competence, and demonstrate the mentor's commitment to helping the protégé" (Baranik et al., 2010:367). In order to observe these traits in mentorship, this paper discusses administrative abilities and time management skills observed in Prof Mnjama as a supervisor during the period of my doctoral studies as I share my experiences on how Prof Mnjama instructs or trains another person.

A good supervisor needs to illustrate time management in advance and let you as the supervisee know when he/she expects you to submit assignments. Similarly, availability of the supervisor to meet the supervisee for discussions is critical. Receiving statements such as "I am away this week. Let us arrange a meeting for next week" is a good sign that Prof Mnjama is well organised. As a student you do not want surprises when you try to make an appointment with your supervisor or mentor only to find that the supervisor has travelled abroad or is nowhere to be found. At first during my doctoral study, I thought our journey was a coach and player type relationship with short-term goals with the aim of achieving a certain task; me obtaining my doctor of philosophy degree. However, things turned out differently. The supervisory traits turned into mentorship. As part of the mentoring process, the ultimate goal is to build the mentee for professional growth and that requires a mentor with experience and skills. Baranik et al. (2010:367) posit that career development aspects should include "actively nominating the protégé for desirable lateral moves and stretch assignments (sponsorship) or by introducing the protégé to other influential senior individuals in the organization (exposure and visibility)."

Indeed, there is no doubt that Prof Mnjama has significant evidence of understanding the archives and records management field. He seems to have taken great pleasure in the administration and acquisition of archives and records collection since 1977 as a Trainee Archivist Grade III Officer at the Kenyan National Archives after which he moved up to the rank of professor. That in itself illustrates the expertise and vast experience that warrant him being classified as a mentor with good traits of career development of students. Just to mention a few, Prof Mnjama as the supervisor was able to publish articles and present in both national and international conferences with the author. As professional development, the mentee is now able to argue his positions or philosophical stances regardless of what stances the mentor holds. That in itself demonstrates professional growth through the assistance of Prof Mnjama.

An often complex situation is the principle of social behaviour that can be explained in terms of costs, rewards, and exchanges. The principle as stated by Redmond (2015) loosely applies economic concepts to human decision-making and interactions by letting the human being to consider their own decisions, particularly those dealing with communication choices and relationships. Some supervisors often consider evaluating the pros and cons, and the reward and costs, as a way of helping them how they decide supervising their students. The extent to which this fact or principle is applicable to academic supervision still stands as research gaps that may be further interrogated. The question is, “Does Prof Mnjama to a certain extent also consider the reward and cost during supervision?” The theory element behind this question is the rewards and the value of the reward. To some extent, academic institutions, one way or the other, reward supervisors through financial support

during student completion, academic recognition depending on supervision, and co-publications. To clarify the rewards and value of a reward, Homans (1961) and Redmond (2015) posit that some of the economic terms and conceptualisations, as well to social behaviour, do not apply. They noted that the phrase “value of a reward” is critical to emphasize the notion that any given reward might have different value to different people. Given such prepositions, some supervisors might perceive supervision as rewarding, whilst some supervisors might not. The zeal observed in Prof Mnjama as a supervisor indicates that indeed he perceives supervision as a reward regardless of no financial support. He will stand by you, read your draft papers and make comments, and even give advice on your presentation slides. He will often say *“I am also learning a lot from you.”*

Psychosocial support

It is prevalent that academic institutions are moving away from curriculums which are largely based on professional activities to the ones connecting conceptual understanding with professional practices, together with interpretation of traditional and cultural bases. The world is geared towards investigating and analysing influential and relevant theory and practice reflecting new global cultural and societal trends. Divorcing our social interaction from education can culminate in societies with knowledge that has no impact on improving our lives. In academic spheres, supervisors also have to take into consideration the social interactions with their supervisees through mentoring processes.

Therefore, the second factor in mentoring is the ability to offer psychosocial support to the protégé. Such a process involves

the ability to enhance a protégé's sense of professional identity and competence. The factors that evidence psychosocial support resonate in acceptance and confirmation offered by the mentor, counselling to foster positive self-views, friendship and role modelling (Baranik et al., 2010). Psychosocial support should enable the mentee to admire and respect the mentor. This points out that these traits are critical in supervision of students in an academic field. A supervisor needs to clearly advise, share different views with the supervisee, but also avoid issues of competition between the student and the actual boss of the student at work or other lecturers. It is often not easy to see supervisors, mentors or even bosses taking the blame for their weaknesses. Statements such as "Sorry, I have been overwhelmed with work" illustrate some of the good testimonies on excellent communication skills portrayed by Prof Mnjama as a supervisor. The politeness of the use of the words illustrates 'togetherness' rather than being a supervisor.

Baranik et al. (2010:367) observe that mentors should protect their mentee through a "mentor taking credit or blame in controversial situations, intervening on behalf of the protégé in potentially career-damaging situations, and shielding the protégé from high visibility assignments where the risk of failure is high or the protégé is ill-equipped for the task." These traits are paramount in the supervisory process in an academic environment, especially during defending research proposals and oral defences for doctoral studies. Although it is the sole responsibility of the students to defend their work at graduate level, supervisors still need to guide students on whether the depositions made by the students are convincing or not. The crucial point is that a supervisor should be able to demonstrate that they are together in the struggle and accept shared responsibility. For example, Prof Mnjama would send emails

such as “...Let us hope...”. These words motivate the student and indicate that the supervisor is also taking responsibility for whatever you are doing both as the supervisor and supervisee.

Another factor that is crucial in the supervision of students is the ability to develop psychological maturity. It is critical for students to learn to differentiate between professional level and social level. Students often relax and become caught between not knowing when to act professionally and when to address the supervisor as a friend, parent or an elder in society. The gurus in the field of coaching and mentorship argue that a supervisor cannot be a mentor. To my experience this view needs to be reviewed. In fact, these days, some academic institutions tend to even use postgraduate supervisors as mentors. Supervisors should build a friendship with students such that the students could freely express themselves and be able to open up to their supervisors in cases where they experience academic or social challenges.

Impact made by Prof Mnjama

Smith and Engersoll (2004:681) conducted the following study: “What Are the Effects of Induction and Mentoring on Beginning Teacher Turnover? Their findings revealed that:

...beginning teachers who were provided with mentors from the same subject field and who participated in collective induction activities, such as planning and collaboration with other teachers, were less likely to move to other schools and less likely to leave the teaching occupation after their first year of teaching.

These results suggest that there is growth in those institutions that offer induction and/or mentoring. Mentoring serves as a career-focused process, provides both professional and personal support, and the relationship crosses job boundaries. Smith and Engersoll (2004:682) go on to emphasise that indeed

critics have long assailed teaching as an occupation that “cannibalizes its young” and in which the initiation of new teachers is akin to a “sink or swim,” “trial by fire,” or “boot camp” experience.

Mentoring becomes crucial in this aspect; retaining valuable teachers or professionals in their profession rather than losing professionals to other professions. Prof Mnjama has supervised more than 50 master’s and doctoral students coming from different countries in Africa. A list of such publications is available in this festschrift under Mnjama’s curriculum vitae.

Given the above discussions on the issues observed in Prof Mnjama as a supervisor during my doctoral studies, this paper illustrates that his expertise integrates the skills and traits of a coach and a mentor. Prof Nathan Mnjama has been able to guide me on professional development with regard to writing skills in the field of research and publications. Prof Mnjama and I have managed to publish articles and presented during conferences, and he assisted me in obtaining my Doctor of Philosophy. The uniqueness of Prof Mnjama lies in him being able to socially communicate with the supervisee, being a mentor, and at the same time portraying parenthood. The point of departure is that the terms supervisor, coach and mentor can often be pragmatically observed in a one relationship at a time. In reality, however, there are those situations where one can have varied expertise; for example, having the expertise of a

medical doctor and also having the expertise of a lawyer. Such uniqueness needs to be appreciated. This paper posits that the pragmatistic view of “a reality that is in the making” (Mihaela & Nick, 2008:41), seems to be very applicable in such situations. Hannes and Lockwood (2011) posit that the meaning, understanding and the truth of any thought or idea is determined by its practical usefulness. Grading the extremes of rigor on the levels of competences in supervision, coaching and mentoring in a person lies beyond the scope of this paper. The detailed impact on the wider community as well as academic contributions by Prof Mnjama are also discussed in this document.

Conclusion

This paper shared personal experiences in the journey of Prof Nathan Mnjama as a supervisor in the attainment of a doctor of philosophy degree. The article revealed that a good supervisor should have both supervisory and mentorship skills such as good communication skills, management and self-administration, broad understanding of various fields, and offering impact-based outcomes that develop a supervisee or mentee. Therefore, students should try as much as possible to understand their supervisors such that they are on the same line of thought. Students should learn to differentiate between professional level and social level. Often students relax and become caught up between not knowing when to act professionally and when to address the supervisor as a friend, parent or/and an elder in the society. Professionally, students should be able to develop and argue their positions or philosophical stances, regardless of what stances their supervisors or mentors hold.

In conclusion, I say, Prosper!! Prof Prosper!! Your value is invaluable!!

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6

MENTORSHIP, LEADERSHIP AND ACADEMIC GUIDANCE BY PROF MNJAMA OF A POST- GRADUATE STUDENT

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Introduction

University studies are often regarded as life changing and defining as they eventually mould one's attitude, character and general outlook on life. In order to depart from university as a well-rounded professional, one is required to be committed, focused and somewhat zealous. However, with the rigours of everyday academic demands, student might find themselves lost if they cannot manage the demands of higher learning. They often find it very tough whilst pursuing undergraduate studies, therefore, it is worth highlighting that, at post-graduate level, it is more challenging as in most cases, students do not complete their studies, especially if they themselves are not self-determined to do so, or in a case where they are not necessarily guided by the stewardship of inspiring, motivated and highly spirited supervisors such as of Prof Nathan Mnjama.

This chapter provides an overview of traits of mentorship and leadership portrayed by Prof Mnjama towards me and my then school mates throughout my tenure as a student of a Master of Arts in Archives and Records Management studies at the University of Botswana. The paper presents experiences in terms of overall supervision, feedback during supervision,

socialisation and interactions both at a professional and personal level.

Experiences during coursework

At the beginning of post-graduate studies for an archives and records management programme, it is mandatory to start off by doing coursework before later on embarking on a rather emotional rollercoaster kind of experience whereby students will conduct research of their choice and liking in the area of records and archives management. Being a product of the University of Botswana at undergraduate level, it seemed as if the transition into higher studies would be seamless. However, the fast-paced academic demands often took their toll on me as an individual, but with astute and seasoned scholars such as Prof Mnjama who knew exactly what we as his students were faced with, he constantly showed his students the way by giving words of encouragement and acting as a stand-in counsellor to assist us in coping with the workloads in order for us to excel in our studies.

According to Ismail, Abiddin and Hassan (2011), graduate studies have an intellectual and psychological component. It requires tenacity, and support by the supervisor, both personal and collegial support for ultimate psychological survival. Similarly, Lovitts (2005) opines that graduate students are often not prepared to deal with the challenges that graduate studies pose to them. Therefore, having a pillar of support in the form of a supervisor is of great interest to many graduate students. Prof Mnjama epitomised student support structures from mentors as he constantly availed reading materials, after-class discussions and willingness to go out of his way to assist students to understand concepts of modules he himself was not

teaching at the time. Something which most lecturers would not agree to regardless of the plights made by their students.

Dissertation supervision

The post-graduate journey is not one without trials and tribulations; it has many roads which may lead a student into a state of confusion, hopelessness and desperation. As a master's student at the University of Botswana, I had the privilege of meeting Prof Mnjama who taught me a few courses while undertaking coursework. Apart from that, Prof Mnjama became my supervisor when I was conducting research and writing up my dissertation.

During our interaction from the time we met throughout my coursework and writing up the dissertation, he gave me support, not just as a lecturer and supervisor, but also as a parent. It is worth noting that not all individuals who are in authoritative and supervisory positions have the qualities that would allow them to not only lead, but also inspire and motivate those they are leading when the need arises. However, Prof Mnjama proved beyond reasonable doubt that he possesses those good leadership and mentorship qualities which eventually manifested through my subsequent attainment of my master's degree. The importance of interpersonal relationships between graduate students and their supervisors cannot be overemphasised as it is a determinant of student success (Ismail et al., 2011).

Moreover, due to his constant pursuit of academic excellence and brilliance, Prof Mnjama has assisted me not only with the supervision to acquire a master's qualification, but also with the publication of the research findings in an academic journal,

something which some supervisors do not do. His assistance to eventually publish an article has influenced me to embrace the world of academia and strive towards going even further than where he has led me to. This critical transition of growing from not only being a student but also becoming a scholar is aided by influences such as those by the likes of Prof Mnjama. These sentiments are echoed by Lin and Cranton (2005) who described the process of graduate studies as growing from a scholarship student to becoming a responsible scholar.

Feedback during dissertation supervision

Schrubbe (2004:326) points out that characteristics of a good mentor include but are not limited to “appropriate knowledge and experience to be effective within the organisation, ability to command respect from others, build on the protégé’s strengths and offer constructive feedback on his or her limitations, skills associated with interpersonal relations, communication, counselling, instructing, and coaching.” Prof Mnjama always gave feedback that was not intended to attack his supervisee in any way, but rather to provide the student with the calmness, optimism and care that made my academic journey more interesting. As a result of his enthusiasm to offer assistance and quick feedback to his students, it was common knowledge for most students to try and choose research topics in line with his area of speciality since it was most likely that he would ultimately supervise them.

Socialisation

Mentors are encouraged to understand that mentees normally are fearful to tell their supervisors what they want if they feel they will disappoint their mentors (Detsky & Baerlocher 2007).

As a seasoned scholar and supervisor of post-graduate students, Prof Mnjama knew very well that students seldom had this fear and that they could have to easily relate with him and ask questions to further understand concepts before them, so much so that he often made it easier by regularly inviting me to a church that he himself worships in, to allow me to interact with him outside the walls and boundaries of the university.

Those invitations to church made it more relaxing and comfortable for me as his student to be more open towards him about anything I did not understand while carrying out my research. When he gave me corrections to make to chapters of my dissertation, I felt obliged meet the deadlines, since I knew that Prof Mnjama was somebody who always met his commitments regardless of his busy teaching schedule. According to Detsky and Baerlocher (2007), it is important for mentors to be supportive, and providing support simply includes responding to the mentee's questions, reading manuscripts, providing advice, and following through on promises as continued delays on either side may be harmful to the successful completion of the dissertation.

Conclusion

Taking into account all the above qualities that Prof Mnjama possesses with regard to leadership and mentorship, it is worth mentioning that he is a true model of a university professor. He inspires, he motivates and, most importantly, he gets his students to the “promised land”, which is a guaranteed graduation at the end of the study period.

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7

MY PROFESSOR, MY MENTOR, MY COLLEAGUE: PROFESSOR NATHAN MNJAMA

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UNIVERSITY OF BOTSWANA**

Meeting at the National Archives of Botswana (1995/1996)

I first met Prof Nathan Mnjama around 1995/1996 when he had just arrived in Botswana to take up a position at the University of Botswana. At that time, the Botswana National Archives had given him an additional responsibility of managing public sector records, which saw the transfer of registry posts to the national archives. This raised the need to develop a new cadre of professionals that needed to be orientated and given the skills and training to work in a professional registry environment. I remember those years very well, as I was part of the team that was to facilitate the smooth integration of registries into the Botswana National Archives. There were negotiations with the University of Botswana to start a course in records management to assist in the training of registry personnel who had opted to join the national archives in order to prepare them for a new responsibility. Prof Mnjama was recruited to build a team that was to train a new generation of professionals in the area of archives and records management. I had just arrived from London having completed my master's degree in overseas archives and records management, as it was called during that time. During my stay at the University College London (UCL), I had heard about Prof Mnjama from my lecturers, especially Dr Anne Thurston, who was so proud of him and who had advised me to make an effort to meet him as soon as I got back

home. He was described as one of the rising professionals in the region. I was so lucky that at UCL, I also met another Professor, Justus Wamukoya, who had just completed his PhD. I was so privileged to have those contacts as they motivated me to pursue a serious career in the area of archives and records management, later joining the academia like the professor that I envied so much. I remember Dr Anne Thurston telling me that with Profs Mnjama and Wamukoya we were going to form a strong team in the eastern and southern African region. I held onto those words and they came to pass in the years that were to follow. Dr Thurston witnessed this when she attended the ESARBICA conference in Malawi in 2017, to give a keynote address that she has now dedicated to Prof I was very excited and encouraged to meet him personally when he paid a courtesy call to the Director of the national archives. At that time, he was a very young gentleman.

Working with Prof Mnjama (1997-2018)

The professional relationship started when I joined the University of Botswana in 1997 as a lecturer. By then, there were only three of us in the country with a master's degree in archives and records management, which made it easier to obtain employment at a university as a lecturer. Prof Mnjama had a huge responsibility as he had to develop a programme and recruit young professional citizens whom he was to groom. Proudly, I was one of them. I learnt a lot from Prof and he encouraged and motivated me to pursue a PhD while he was still around so that we could come back and continue where he would stop. He mentored me until I left for my PhD in 1999. I came back and continued to work with Prof Mnjama to date as we celebrate him in the profession in which he has spent a good 40 years. I am now able to supervise master's and even PhD

students because of the mentorship I received from him over the years. When we thought he would leave after we returned from our PhD, we realised that we needed him more than ever before.

ESARBICA and SASA conferences

I have travelled with Prof Mnjama to a number of regional conferences, such as ESARBICA and SASA (in South Africa, Mozambique, Tanzania, Kenya, Namibia, Zimbabwe, Malawi, Namibia). I remember when I first attended the ESARBICA conference I would listen to Prof as he took the podium and I would say, “One day I will speak like Prof at that podium”. I am proud today to be among the leading professionals in the region, and he should be proud as he made me a professional that I am today. I followed on his footsteps and always said that one day I will be like him – a professor like him. At ESARBICA conferences, he would include me in a team of rapporteurs to make conference resolutions and I used every opportunity to make him proud. I did not only learn academics from him; he was a humble family man of integrity and, most importantly, a man of God. I am also now proudly a woman of God as I used to listen to him praying during our departmental social gatherings and it touched me. I had an opportunity to also meet his family; his “boys”, who came to Botswana as very young men and have now become family men. Now they are professionals in their own right, all because of Prof’s mentorship. One of them resembles Prof very much.

As we celebrate 40 years of Prof’s professional journey, I thank God for the opportunity that he gave me to meet him. It has made me the professional that I am today. I thank God for his life and my prayer is that God increases every area of his life. I

am happy that James Lowry has “*re-visited the Migrated Archives*” as it was one of Prof’s favourite topics. Personally, at times, I would have different views on migrated archives and oral traditions from those of Prof. Thank you Prof, and we celebrate you.

8

MNJAMA AND THE MIGRATED ARCHIVES

JAMES LOWRY
UNIVERSITY OF LIVERPOOL

Introduction

Through Nathan Mnjama's long and distinguished career in the field of archival science, he has been concerned with displaced archives, and in particular, the Migrated Archives, whose story he has figured in. In this short essay, I will describe his contribution to the study and restitution of displaced archives. The focus will be on the Migrated Archives – a series of records maintained by the UK's Foreign and Commonwealth Office (FCO) constituted from records removed from British colonies at the end of empire. My purpose is not to explain the history and implications of the Migrated Archives, as this has been expertly done by Mandy Banton, David Anderson, Caroline Elkins and others.¹ Mnjama has witnessed much of this story first hand, and I want to trace his engagement with it, from his time as an employee of the National Archives of Kenya on assignment in London to his position today as Africa's representative on the International Council on Archives' Expert Group on Shared Archival Heritage.

Mnjama's first engagement with the Migrated Archives

To Kenya's archivists, the story of the destruction or removal of government records in the time leading up to independence

¹ See especially the special issue of the *Journal of Imperial and Commonwealth History*, 39(5), 2011.

in 1963 is well known. The Kenyan government's interest in retrieving or copying the surviving records was apparent very early in the life of the new nation:

In 1967, when the Kenyan government asked for the return of its records, officials in London insisted that documents removed from Nairobi were the property of the British Government. Thereafter there were sporadic and inconclusive discussions about the status of the archives.²

Banton traced the evolution of the UK government position on the ownership of records removed to the UK during decolonisation, showing that its thinking has been inconsistent, both across governments and over time. As in most Anglophone African countries, the Kenyan position has not varied.³ A decade after Kenya's first approach to the UK on the matter of the Migrated Archives, a concerted effort was made to survey records held abroad relating to Kenya. As the former director the Kenya National Archives, MD Kagombe, reported in *African Research and Documentation* in 1980:

Most of the Governments in the Third World or Developing Countries have experienced large gaps in their records and artefacts because some of these items are in the former Metropolitan Colonial Powers. In 1978, Kenya, one of the first countries in the developing world to make a serious effort to

² Banton, M. 'Displaced Archives in The National Archives of the United Kingdom', in Lowry, J. (ed.), *Displaced Archives*. Abingdon, UK: Routledge, 2017. p.47. For more on the early approaches from the Kenya government and British responses, see Banton, M. "Lost" and "found": The Concealment and Release of the Foreign and Commonwealth Office "Migrated Archives". *Comma: The Journal of the International Council on Archives*, 2012-1, 2013.

³ See Mnjama, N. 'A Chronology of the Eastern and Southern African Regional Branch of the International Council on Archives Resolutions, 1969-2005', *ESARBICA Journal*, 26, 2007, and Mnjama, N. 'Migrated Archives: The African Experience', *Journal of the South African Society of Archivists*, 44, 2015, for Anglophone African perspectives on the ownership of the Migrated Archives.

rectify the situation, initiated a survey of Kenya-related documents abroad as the foundation of a programme of restitution.⁴

Nathan Mnjama was a key figure in this survey, joining the project in 1979. File notes and minutes on FCO files relating to the Migrated Archives detail Mnjama's visit to the FCO's Library and Records Department in 1980, where the future of the Kenyan records in the UK was discussed, although the extent of the records was unknown to Mnjama and his colleagues at that time.⁵ In 1981, Anne Thurston reported that significant progress had been made on the UK survey, and that Mnjama, an employee of the Kenya Archives, had been posted to the Kenya High Commission in London as a Cultural Attaché, assisted by Mr Kuria Macharia, also of the Kenya Archives.⁶ Mnjama's chief responsibility, she explained, was to implement the survey in Britain.⁷ Mnjama has reflected on the success of this project:

The project lasted for ten years before it was closed due to reduced budgetary allocations by the Treasury. [Mnjama worked on the project until 1985].⁸ By the time the project came to an end [in 1990], a considerable amount of original correspondence between Kenya and London was microfilmed at the Public Records Office in UK, now the National Archives of the UK. Additional filming was also carried out in several

⁴ Kagombe, M.D. 'Kenya's Restitution of Archival Claims: A Survey of Records and Manuscripts in the UK'. *African Research and Documentation*, 23, 1980. p.6.

⁵ FCO 141/19913, EC Blaney, file note, Visit of Mr MN Mnjama and Dr A Thurston on 27 October 1980 (at their request), 363, 29 October 1980.

⁶ Thurston, A. 'The Kenya Copying Project'. *African Research and Documentation*, 27, 1981. p.15.

⁷ Ibid.

⁸ Mnjama, N. 'Migrated Archives', in Ngulube, P. (ed.) *National Archives 75@30: 75 Years of Archiving Excellence at the National Archives of Zimbabwe*. Harare, Zimbabwe: National Archives of Zimbabwe, 2012. p.68

local and country record offices in UK as well as from manuscript repositories located in major United Kingdom Universities. Microfilm copies were also acquired from some American Universities. Early volumes of rare books, pamphlets and grey literature was also acquired from private sources and deposited with the Kenya National Archives.⁹

The Kenya Copying Project was not solely concerned with what we would call today ‘displaced archives’, but with all documentation relating to the history of Kenya. Kagombe provides details of the classes of records and other sources covered by the project. He cites records accumulated abroad as a ‘natural consequence of correspondence, in the course of colonial administration and by direct removal’.¹⁰ Of this latter category, the displaced archives, he wrote:

There is another category of records which by the nature of its background had to be left out of the survey. These are the records to which the Director of the National Archives of Nigeria referred at the SCOLMA Conference of 1977 as “African Archives” as distinct from “African-related Archives”. In Kenya’s case, these are the documents mentioned earlier which were removed from the country prior to Independence, and in this instance a special representation to the Foreign Office through Kenya’s Ministry of Foreign Affairs will be necessary for the issue to be reconsidered.¹¹

The survey did not take into consideration those records that would come to be known as the Migrated Archives. Although

⁹ Ibid. p.73

¹⁰ Kagombe, M.D. ‘Kenya’s Restitution of Archival Claims: A Survey of Records and Manuscripts in the UK’. *African Research and Documentation*, 23, 1980. p.6.

¹¹ Kagombe, M.D. ‘Kenya’s Restitution of Archival Claims: A Survey of Records and Manuscripts in the UK’. *African Research and Documentation*, 23, 1980. p.8.

Kagombe foresaw the need for a diplomatic approach to identifying and returning displaced Kenyan records, at the same time as he was writing his article, Mnjama was in London discussing with the FCO staff the future of the displaced archives.¹² As EC Blaney of the FCO's Library and Records Department records in her file note on their meeting of 29 October 1980, "... the discussion then turned to the future of the Kenya material held by the FCO. Would it be reviewed, released, returned or destroyed? I said that no decisions had been taken".¹³

Mnjama's later work on the Migrated Archives

In 2007, Mnjama published 'A Chronology of the Eastern and Southern African Regional Branch of the International Council on Archives Resolutions, 1969-2005' in the *ESARBICA Journal*.¹⁴ It shows that since the first meeting of the Eastern and Southern African Regional Branch of the International Council on Archives (ESARBICA) in Nairobi in 1969, the repatriation of the Migrated Archives has been an ongoing concern to archivists in the region. At the time of Mnjama's *Chronology*, international and professional discussions of the Migrated Archives had dropped. Then, in 2009, a court case against the British government brought the question of the Migrated Archives into public view. As Banton explained:

¹² FCO 141/19913, EC Blaney, file note, Visit of Mr MN Mnjama and Dr A Thurston on 27 October 1980 (at their request), 363, 29 October 1980. Mnjama published on the Migrated Archives during the Kenya Copying Project: Mnjama, N., *ECARBICA and Migrated Archives*, ECARBICA Journal, Vol.5. 1982, pp. 28-30. ECARBICA (Eastern and Central African Regional Branch of the ICA) later became the Eastern and Southern Regional Branch of the ICA (ESARBICA) and the ESARBICA Journal is only available digitally from 2001, so I have not been able to read the article from 1982.

¹³ FCO 141/19913, EC Blaney, file note. Visit of Mr MN Mnjama and Dr A Thurston on 27 October 1980 (at their request), 363, 29 October 1980.

¹⁴ Mnjama, N. 'A Chronology of the Eastern and Southern African Regional Branch of the International Council on Archives Resolutions, 1969-2005'. *ESARBICA Journal*, 26, 2007.

In June 2009, five elderly Kenyans brought a claim against the British government, alleging mistreatment and torture at the hands of British colonial and military personnel. The unrelenting efforts of lawyers and expert witnesses eventually forced the Foreign and Commonwealth Office (FCO) to admit the existence in the UK of some 1,500 Kenya government files removed at independence.¹⁵

It is easy to imagine the interest this event would have held for Mnjama who have tried, so many years earlier, to ascertain the extent and location of the records removed from his country. In 2010, I had the privilege of hearing Mnjama address a plenary session of the *Archives Without Borders* conference at the Peace Palace in The Hague. Although his subject was ‘Archives and National Identity: The African Case’ and his focus was on the concept of national identity and the role of records in its development, with the recent admission of the existence of the Migrated Archives, archival displacement was on his mind. He discussed dispersed archival collections, and three aspects in particular.¹⁶ Using the example of records split between Belgium and Britain as the borders of their colonial territories in East Africa were redrawn after the First World War, Mnjama asked how these records could be used in understanding national histories and, by extension, identities. Secondly, when British colonial administration conceived of East Africa as a single entity, records inherited by one independent nation will often relate to neighbouring countries once ‘as one’ in the eyes of the imperialists, and therefore as

¹⁵ Banton, M. ‘Displaced Archives in The National Archives of the United Kingdom’, in Lowry, J. (ed.), *Displaced Archives*. Abingdon, UK: Routledge, 2017. p.43.

¹⁶ Mnjama, N. ‘Archives and National Identity: The African Case’ in van Engen, H., Janssens, G., Kwanten, G. & Pompe, K.M. (eds.) *Archives Without Borders: Proceedings of the International Congress in The Hague, August 30-31, 2010*. VVBAD and KVAN, 2012. p.127.

one in their records. In these cases, shared archival heritage approaches, such as shared ownership or copying projects, can help to fill in the gaps in national archival collections. Thirdly, Mnjama pointed out that archival claims exist between African nations, and that the succession of states, as well as decolonisation, has been a driver of archival displacement in Africa.

From the time of the *Archives Without Borders* conference, Mnjama worked to revive the professional dialogue about the subject. As the Migrated Archives were under review in the UK, Mnjama published articles that discussed the long silence over outstanding archival claims, applied Albert Leinsinger's typology of displaced archives to African examples, and charted approaches to restitution.¹⁷ He also spoke about the matter at professional meetings in Mozambique and Zimbabwe.¹⁸

The first tranche of records from the Migrated Archives became available at TNA on 18 April 2012.¹⁹ The records were being opened to the public, but far away from the places in which they were created. In early 2014, Mnjama conducted a

¹⁷ Mnjama, N. 'Migrated Archives Revisited'. *ESARBICA Journal* 30, 2011, and Mnjama, N., 'Migrated Archives', in Ngulube, P. (ed.), *National Archives 75@30: 75 Years of Archiving Excellence at the National Archives of Zimbabwe*. Harare, Zimbabwe: National Archives of Zimbabwe, 2012.

¹⁸ Mnjama, N. *Migrated Archives Revisited*, paper presented at the XXI Biennial General Conference of the Eastern and Southern Africa Regional Branch of the International Council on Archives, Maputo, Mozambique, 6-10 June 2011; Mnjama, N., *Migrated Archives in Eastern and Southern Africa*, paper presented at the National Symposium: Celebrating 75 years of Archival Experience in Zimbabwe, National Archives of Zimbabwe, Harare 17-18 January 2011.

¹⁹ TNA. *An introduction to the first tranche of colonial administration records released at The National Archives*, <http://media.nationalarchives.gov.uk/index.php/an-introduction-to-the-first-tranche-of-colonial-administration-records-released-at-the-national-archives/> [Accessed 19 December 2017].

survey of the directors of the national archives of the countries in the ESARBICA region to obtain their views on the proper fate of the Migrated Archives.²⁰ Given the sensitive political nature of the issue, Mnjama anonymised the responses when he reported his findings to the Institute of Commonwealth Studies, London, in 2014, and in the *Journal of the South African Society of Archivists* in 2015.²¹ The survey is significant because it gives a voice to the African archivists most concerned with the Migrated Archives who are unable to speak out through other channels for reasons of politics and diplomacy, and because it gives us a sense of the continuing desire for the repatriation of the records.

In 2016, I worked with Prof Mnjama to prepare a chapter for a collection of essays called *Displaced Archives*. The chapter synthesised his earlier work to form a picture of African perspectives on displaced archives, before we developed a set of proposals for action on the problem. The proposals concerned repatriation and copying, which are not new ideas, but they situate the problem as an ethical problem for European archives and archivists. We called:

...on the international archival community to adopt – whether through the International Council on Archives, other networks, or on institutional bases, but publicly – an official position on archives displaced from Africa. Furthermore, we ask colleagues in Europe to aid in the settlement of archival claims through:

²⁰ Mnjama, N. 'Migrated Archives: The African Experience'. *Journal of the South African Society of Archivists*, 44, 2015.

²¹ Mnjama, N. *Migrated Archives: The African Perspective*, paper presented at The Secret Archive: What is the Significance of the FCO's 'Migrated Archives' and 'Special Collections'?, Institute of Commonwealth Studies, London 29 May 2014; Mnjama, N. 'Migrated Archives: The African Experience'. *Journal of the South African Society of Archivists*, 44, 2015.

- assisting in the location of displaced archives, and compiling and publishing guides and inventories of archival materials removed from their countries of origin
- exerting direct pressure, in their personal and professional capacities, on their own governments to address archival claims
- working through professional associations and networks to lobby their governments for action on repatriation
- pushing for and facilitating digitisation projects that would see the content – if not the material – of the records returned
- using the International Council on Archives as a vehicle for facilitating dialogue between governments with a view to reaching bilateral agreements on archival repatriation.²²

The publication of the book in early 2017 prompted the International Council on Archives to respond by establishing the Expert Group on Shared Archival Heritage (EGSAH), which has a mandate to support the reconciliation of archival claims. As a result of his long involvement and expertise, Mnjama was invited to serve as a member of the EGSAH. As its only African member, he is now quite literally the voice of the continent in the international conversation about displaced archives.

²² Mnjama, N. & Lowry, J. 'A Proposal for Action on African Archives in Europe', in Lowry, J. (ed.), *Displaced Archives*. Abingdon, UK: Routledge, 2017. p.110.

Conclusion

Mnjama's engagement with displaced archives started when the National Archives of Kenya sent him to London to work on the Kenya Copying Project in 1980. Almost forty years later, he is the pre-eminent expert on displaced archives in the African context. His articles and speeches have discussed cases from across Anglophone Africa, and have given a voice to the concerns of many African archivists and others on the continent who wish to see their records returned. Even as funding for copying projects has dwindled and diplomatic approaches have stalled, Mnjama has continued to keep the issue alive. The Migrated Archives are now largely open at the National Archives of the United Kingdom. They are no closer to being returned, but Mnjama has been a force in the movement to resolve the problem, a movement that has recently seen the publication of *Displaced Archives*, the establishment of the EGSAH, and, in November 2017, the publication of an Association of Commonwealth Archivists and Records Managers position paper calling for repatriation. Mnjama's colleagues at home and internationally are grateful for his many years of work on the issue of the Migrated Archives, and hope that he will continue his efforts until the records are returned.

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THE COLOSSAL GIANT OF THE ARCHIVES AND RECORDS MANAGEMENT GENRE: CONTRIBUTIONS TO THE ARCHIVES AND RECORDS MANAGEMENT PROFESSION

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Introduction

In this paper, the author shares his personal and professional experiences with Nathan Mnjama whom he met as a master's student in London almost three decades ago. Sharing the same profession has meant that we have been involved in many professional encounters along the way and shared our personal experiences to date. The author chronicles snippets of the professional journey from London, 1990, to Gaborone, 2018, in contribution to Mnjama's festschrift.

**University College London (UCL), 1990
School of Library, Archives and Information Studies
(SLAIS)**

My first encounter with Nathan Mnjama was in 1990/91 at University College London where I was pursuing my master's qualification and Nathan Mnjama was a research student at the School of Library, Archives and Information Studies (SLAIS)

pursuing “Management of Railways Records in Kenya” as Lecturer at Moi University, Kenya.

**West Africa, International Records Management trust (IRMT) Records Project
Gambia/Sierra Leone, 1990/91**

As part of the Practicum for MA: Archives and Records Management at UCL, students were sent on a month-long workshop on management of current and semi-current records in Freetown, Sierra Leone, and Banjul, Gambia, in West Africa. This was meant to provide practical experience in setting up functional records management systems where systems had collapsed or were non-existent. Nathan Mnjama was one of the resource persons mentoring post-graduate students given his relevant experience from the Kenya National Archives and Moi University. He was a foot soldier who rolled up his sleeves, picked up a dust coat and dust mask to work with dusty and insect-infested files.

**Eastern and Southern Africa Regional Branch of International Council on Archives (ESARBICA) Conferences
Windhoek 1995 and Harare 1999**

As a young archivist, I facilitated the 13th Biennial pre-Conference workshop for ESARBICA with Verne Harris in Windhoek, Namibia from 14 to 19 August 1995. Dr Nathan Mnjama was a delegate and was offering his insightful contributions and wisdom throughout this conference. In 1999, we were both delegates at the ESARBICA Conference in Harare. Dr Nathan Mnjama was now a lecturer at the

University of Botswana and I was a lecturer at the Institute of Development Management (IDM), Botswana. We shared our experiences in training from the two Institutions in Botswana.

Contributions to private entities

Institute of Development Management (IDM) Experience

Certificate in Archives and Records Management/Diploma in Archives and Records Management/Bachelor of Archives and Records Management: 2000 – 2016. In the year 2000, the IDM designed curricula for the Certificate in Archives and Records Management, in 2009, for the Diploma in Archives and Records Management and in 2016, for the Bachelor of Archives and Records Management. In all these endeavours, Professor Mnjama was pivotal in stakeholder/industry experts' consultations. His advice in the content and delivery of curricula has been invaluable.

External Moderator

In upholding quality of teaching and learning in line with the Botswana Qualifications Authority (BQA) and International Standards Organisation (ISO) standards, IDM identifies tried and tested industry experts as external moderators to validate the assessment processes for all its programmes. Prof Mnjama has been IDM's external moderator in archives and records management programmes over the years. He sits on the IDM Assessment Board where his wisdom and practical experience have always shone through.

BOTA Records, Archives and Knowledge Management Standards Setting Task Force, Gaborone, 2010-2012

The Botswana Training Authority (BOTA) approached the IDM to collaborate and provide the secretariat for Standards Setting Task Forces in various professional fields, records and archives among them, with information. Teams of champions were constituted and worked rigorously to develop standards in records management, archives management, electronic records management and knowledge management specialisations. Prof Mnjama was in their midst, sharing his expertise with the archives and records management team.

Contribution to local and international associations Records and Information Management Association in Botswana (RIAB), Gaborone, 1998

The Records and Information Management Association in Botswana (RIAB) was conceived and born in 1998. This was meant to provide a professional forum for records managers, records officers, archivists, information officers and library officers, among other professionals, to share experiences and develop the profession in Botswana. Professor Mnjama was amongst the founding fathers of the RIAB.

Prof, as he is affectionately known, has been professionally involved with the South African Society of Archivists (SASA), Records, Archives and Information Management Association in Zimbabwe (RAIMAZ), Eastern and Southern African Branch of the International Council on Archives (ESARBICA), Association of Commonwealth Archivists and Records Managers (ACARM), International Records Management

Trust (IRMT) and International Standards Organisation Technical Committee (ISO/TC).

In all my encounters with Prof I have come across humility, wisdom, willingness to share knowledge and versatility, which have positively impacted on my professional career. He has inspired and challenged IDM diploma students as a guest lecturer; some of whom are now pursuing their bachelor's degrees at the IDM. I am honoured to have known Prof for 27 years and say to you “keep the information management spear burning and may the Almighty bless you with many more years to share with the records, archives and information management fraternity.”

Conclusion

This was a synopsis of the professional journey I have travelled with Prof Mnjama from London in 1990 to Gaborone 2018 where we now celebrate his 40 years of history. He touched and transformed many professional lives as he traversed the records, archives and information management world.

10

WALKING A SHARED PATH

ANNE THURSTON

INTERNATIONAL RECORDS MANAGEMENT TRUST

I met Prof Mnjama in October 1977 when he joined the staff of the National Archives of Kenya. He has been my close friend and colleague ever since. Shortly after he joined the Archives, we were sent by the Government of Kenya to England and America to look for Kenyan ‘migrated archives’. The search included, visits to the UK Foreign and Commonwealth Office in 1978 to try to locate files transferred from Kenya to London at the time of independence. During each of the visits, FCO staff denied knowledge of the Kenya holdings, but later we discovered a 1982 memo that made it clear that the FCO did know exactly what it held. The legal custody of the records continues to be of concern, and Prof Mnjama and I are still involved.

We continued to work together in the 1980s, when Prof Mnjama was posted to the Kenya High Commission in London for five years to organise microfilm copies of Kenya records, public and private. I was then involved in a project to locate and describe pre-independence records about Kenya as a Research Fellow at the Institute of Commonwealth Studies, University of London. Later, from 1991 to 1994, I was privileged to work with him when he pursued his PhD at University College London. By that time, I was working at UCL as a lecturer, and I had the good fortune to supervise his PhD thesis. Prof Mnjama’s long stays in London gave me the opportunity to spend a good amount of time with him and his family. I was pleased to be around as his children were born,

and I have always been glad to be able to count his wife, Joy, as a good friend.

Over the 40 years that I have known him, Prof Mnjama has always been an innovative and astute thinker. I feel that we have taken a shared path as we have worked to articulate the significance of records and the issues involved in managing them. When I was preparing my keynote paper for the ESARBICA meeting in Malawi, I talked through issues regarding public sector reform, transparency and accountability in the digital environment with him and valued his ideas very much. For this reason, it gives me great pleasure to dedicate that keynote paper to him (see ESARBICA Journal Volume 38 of 2019 for the keynote paper dedicated to Prof Mnjama).

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CONTRIBUTIONS TO ARCHIVES AND RECORDS MANAGEMENT: THE PROF NATHAN MNJAMA I MET AND KNOW

**KELEBOGILE P KGABI
AVANCEE CONSULTENCIES**

Meeting Prof Mnjama the very first time

In the month of August 1996, I had the honour and privilege of being among the archivists on the continent to champion the emergence of records management in the electronic age, under the International Records Management Trust (IRMT). The IRMT had organised a two-week programme in Kenya, in which Directors of National Archival Institutions in Eastern and Southern Africa would be awakened to the management of current records in government environments. The archivists were then to share with administrative heads (Permanent Secretaries) of Ministries responsible for archival institutions, pertinent issues arising from it. The first part of the programme took place in Eldoret, at Moi University, while the second part took place in Nairobi, the capital city of Kenya. Archival institutions in most of the governments in the Eastern and Southern Africa managed archival records/archives, with little or no attention to current records; the very records which would eventually become archival records. The IRMT had thus identified a need for National Archives to pay attention to proper management of archives, from the time of their creation, rather than coming in at a time when the management of archives was ignored at their initial/formative stages, at which

point they could have been exposed to a lot of risks. Not only was the IRMT concerned about this, but a very critical issue was the role that the current records play in shaping up governments, in aiding democracy, good governance and being sources of evidence for decisions and actions taken by governments in the process of service provision to the citizenry, and in the overall business conduct of government administration.

Based in the United Kingdom in London, the IRMT was established in 1989 with the main objective of assisting governments to manage their records efficiently, for purposes of achieving efficient service delivery by governments and promoting accountability and good governance. The founder and Executive Director of the IRMT, Dr Anne Thurston, had put together a team of loyal professionals in archives and records management, who could lead the project in Eastern and Southern Africa to the successful impact desired by the IRMT. Prof Mnjama was thus identified as one of those who were knowledgeable and whose experience would contribute positively to the attainment of the project's objectives. He thus became a member of the team that was to spearhead that noble initiative.

The responsibility that Prof Mnjama and his team had, was to change the way in which archival records were professionally managed to the exclusion of current records. Their duty was to change the perception that the management of current records was not the business of National Archival Institutions (National Archives), as they did not fall within the definition of "Archives". This thinking was then to be a thing of the past, as the role of current records and the extent to which they shaped the structure and character of archives, could not be ignored.

Prof Mnjama: Resourcing the IRMT Records Management Workshop

We arrived in Nairobi on a Saturday evening and were met and welcomed by the IRMT team that Prof Mnjama was part of, and a key facilitator. Kenya had been selected for its well-established programme on archives and records management at Moi University, and consequently, its professionally trained archivists and records managers, in the names of Prof Mnjama and Prof Justus Wamukoya, another well-renowned leader of archives and records management in the region. The university boasted a state-of-the-art building donated by Margret Thatcher's government, in what we got to know as former President Arap Moi's home town.

On Sunday, the day after our arrival in Kenya, we set off by road to Eldoret, about 400 km north-west of Nairobi. It was an exciting journey of about five hours' drive, during which we experienced and witnessed the sudden changes in vegetation in Kenya from one area to another; the Rift Valley that we learnt about in our Geography lessons at secondary school became demystified. As we travelled along, the tour guide was none other than Prof Mnjama. With his kind of humour, he explained how the land just sank, leaving people to run helter-skelter to save their lives! Another experience I remember having on that road was the crazy driving by motorists. I can recall a number of "near accidents" that we had, with some screaming in Prof Mnjama's reaction to that was just laughter, which was good as it eased the anxiety. "How can people drive as recklessly as that", asked one of us. In response, Prof Mnjama went on in a very casual manner, "well, that is one of our methods of controlling our population here!" Outside work, the Prof was

easy going. He would relax and engage in some hilarious jokes to keep people around him entertained.

Interacting with Prof Mnjama at a personal level

It was during the week of our training workshop in Eldoret that I got to interact with Prof Mnjama on a one-on-one basis. I also had the opportunity to meet his family. When I met his wife, they told me how I so much had the looks of people of their home area, the Taitas. She started calling me her Taita sister and addressed me as such until they moved to Botswana. It was just as well, as the Prof shares his name with my brother. On one of the evenings in Eldoret, Prof Mnjama invited us all to his home for dinner. It was my first time to see a wash basin built in a dining room. That demonstrated how the Kenyans had clung to their culture of eating with their hands, and devised some convenient means for hand washing.

The training was very empowering indeed, as for many of us, our knowledge of computer literacy was very limited. I remember how as a young archivist then, together with my colleague from Zambia, I would often make fun of the senior archivists who struggled to follow instructions. Prof would give us a certain look as a way of saying “naughty girls!” In all that we had a lot of fun! On one of the tea breaks, as people mingle and start conversations on any topic under the sun, Prof Mnjama and I started chatting. In a hushed tone he told me that he had been offered a job at the University of Botswana. My face beamed with excitement at the prospect of the establishment of an Archives and Records Management programme in my country. The Prof did not seem to be excited at all. “But, I’m not too sure if I really want to take the offer”, he replied. I asked him why. “Well, having to leave my country

and staying in a country I don't know... I don't know how life will be out there, what kind of people I will meet and have to live among..." Prof said he was not comfortable with the idea of going to an unknown place and, furthermore, he wondered if he and his family would be able to cope in a different culture. Would the people in Botswana easily accommodate him and his family? Would he cope with a culture that was foreign to him? These were the kind of questions he said he would carefully have to consider. Anxiety was evident on his face, about this unfamiliar place called Botswana that they might have to relocate to, and where they probably would have to face difficult situations, known only by the imagination of his mind. I had to convince him that Botswana was a peaceful country, with people who had lived side by side with non-citizens since the country attained independence, thus had embraced diverse cultures. I told him about the presence of many Kenyans in the country that would make him feel so much at home, that he would feel like he was in Kenya. I told him how he was going to love the country and its people; how small the population was, compared to many countries on the continent, meaning that opportunities for other things existed. I had to present a very positive picture that would create a desire for him to consider it a lost opportunity, in the event he turned down the offer. As the week progressed, Prof would ask general questions about the country, Gaborone, and the university. By the time we left Kenya, I did not know what his position was regarding the offer. I learnt much later after returning home that he had accepted the offer. Prof was soon to realise that all his perceptions and imaginations about Botswana were not what he thought. This indeed worked well for both him and us at the National Archives, as gaining an experienced lecturer to spearhead the training of para professional officers in the public service was going to be a positive step towards realising our

government's plan to integrate the management of current and archival records,

Prof Mnjama arrives in Botswana to take up employment

After weighing the options, it became evident that he finally took the decision to take up the job offer at the University of Botswana and came to Botswana. On arrival, he reported at the University of Botswana, and after a couple of days, went to the National Archives to officially announce his presence. As I escorted him out and walked him towards the main mall, we met a man on the way. He turned his eyes to Prof and greeted him in Setswana. Looking at me, and wondering what the man said to him, I said “You see how you are already taken for a Motswana; remember how you once said you were not comfortable with going to stay in an unfamiliar country...” I could tell that this gave him some amount of comfort. As we continued to walk towards the main mall, he asked me “where are the people?” “Which people?”, I asked; meaning those walking on the street and carrying on with their daily lives. “Well, don’t you see those over there,” as I pointed to a couple of them walking from the direction of the main mall. He obviously could not understand how on a normal working day, there could be so few people on the street. I actually understood, remembering how a friend of mine from Lesotho and I were amazed by the high number of people queuing for public transport outside Hilton Hotel in Nairobi. The number of people was alarming!

As time went by, I observed how he was getting to like the place more and more. As a devoted Christian, it did not take Prof Mnjama long to find his place of fellowship. That made

his stay even more comfortable. He was soon to love his job and the country more than I would ever have imagined.

Prof Mnjama informed me that he would serve one contract and return to Kenya. At the end of his first contract, he served a second contract. Before I realised it, Prof was already serving on his third, and then fourth contract.

As was the setup, Prof Mnjama worked closely with the National Archives to get his students the required practical hands-on experience. It was through such collaboration where the National Archives complemented the academic training offered at UB that our relationship grew. One day, he paid a visit to the National Archives to make arrangements for his students' attachments. As I walked him out of the National Archives, there was this truck parked outside and he got into it. At that point, it was clear that he too had ventured into agriculture; whether cattle rearing or arable farming; a typical life of a Motswana man. I could not help but laugh in amusement. "Prof that means you are now here to stay. So, we can now begin to process for your citizenship!" I joked. And, of course, he went on about his unique kind of laughter, suggesting, as some would say "I cannot confirm or deny..." To me, it was an indication that he had settled so much in the country, to the point of beginning farming. It was very interesting to see how Botswana had now become his second home, the place he was once very sceptical about living in. By the time he had completed 10 years in Botswana, he seemed to be more of a visitor to Kenya than when he visited, and very much at home in Botswana.

Prof Mnjama as a professional colleague

Prof and I attended many conferences, seminars and workshops together; such as the International Council on Archives (ICA), the International Records Management Trust (IRMT) where he was a facilitator most of the times; the Eastern and Southern Africa Regional Branch of the International Council on Archives (ESARBICA); the Association of Commonwealth Archivists and Records Managers (ACARM) meetings and, to a limited extent; our local Library and Information Management forums. In most of these conferences and workshops, Prof would be presenting research papers in Archives or Records Management, bringing to the attention of the audience and readers new discoveries in the information age, which presented challenges to the management of records and suggesting approaches for managing such challenges. He has indeed contributed immensely to the development of the Archives and Records Management profession in the region and internationally. This is demonstrated by his membership of and participation in the international bodies referred to above. He has further written articles for journals and other publications, which include the professional bodies: ICA, ESARBICA, IRMT, ACARM, and SASA. His name has become synonymous with archives and records management in the ESARBICA region, and with library and information management. Many professionals who are well grounded in archives and records management, senior lectures of PhD holders, and master's degree holders at the University of Botswana and Kenya, Namibia and other countries in the region have gone through the tutelage of Prof Mnjama. His contribution to the development of the archives and records management profession will never go unnoticed. He has been indeed a leader and shaper of archives and records management

in the region, and for this we commend him. At international level, Prof Mnjama is a member of the British Library International Advisory Council and contributes more specifically to the development of information management in Africa and other regions.

Extended Family/Family associate

Not only has Prof Mnjama been a professional colleague and mentor to some extent, but we became family friends. Our families would have meals at each other's homes and it was at one of these weekend lunches that I took lessons from Mrs Mnjama on how to prepare chapatti. It had come to be a favourite dish for my children. He and his wife, Joy, were later to become the spiritual mentors of one of my cousins, who worshipped at the same church. One Sunday when I visited their church at the invitation of my cousin, he was pleasantly surprised to discover that the young lady they mentored was my cousin. I remember them giving a speech at the wedding of that cousin of mine in March 2013. I take this opportunity to appreciate the role played by Prof Mnjama's wife, in supporting him throughout his career. As Prof went about his busy and, at times, hectic life, he was fortunate to have a wife who understood and appreciated the demands of his work and support him throughout. Prof would travel to many the conferences and workshops, and Joy would always be there to make his job bearable under highly demanding circumstances.

Conclusion

Prof Mnjama leaves a mark/legacy that he can be proud of, from the over 40 years that he has served in the archives and records management field. His contribution in the development

of the archives and records management profession in Eastern and Southern Africa cannot go unnoticed, and it will indeed become a reference point for archival growth in the future. Over the past 40 years, his name has actually become synonymous with archives and records management in Eastern and Southern Africa. I am truly grateful to have known and benefitted from Prof Mnjama's knowledge and experience in archives, records and information management, and to have interacted with him at a personal and social level. We salute Prof Mnjama on a job well done, and wish him well as he retires from service. May the Almighty God continue to bless him and his family, as he ventures in his life during his retirement.

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GRATITUDE IN MY ACADEMIC JOURNEY: PROFESSOR NATHAN MWAKOSHI MNJAMA

**ROSEMARY MATURURE
SOLUSI UNIVERSITY**

I wish to express my sincere gratitude for your guidance, patience and encouragement throughout my academic journey for the past five years that I was at University of Botswana for my PhD studies. You took your time to mould me into a PhD graduate. You helped me inspire confidence through your constant appraisal of my little achievements and efforts. I received your words of wisdom and advice with the highest degree of respect. Thank you for the confidence and trust you had in me that I would make it. You stood by me in all tumultuous times. Like a potter you moulded and shaped me into a better student worthy to graduate. You sharpened my research skills. Through your encouragements I managed to produce three conference presentations and two publications.

Life is a journey that we all travel using different routes. My academic journey was full of challenges and difficulties, but you made it worth the while. You were there for me through ups and downs. You cried and mourned with me in this journey; for this I am grateful. You knew the right words to say when I was falling and was going astray from the theoretical framework. You made me smile when I wanted to cry and you showed me the right path. You helped me to go through the experience so naturally with a lot of hope since you were to me a great motivator and counsellor. May you be rewarded always

for brightening my academic journey and for showing me the right path to follow.

I liked your meticulous suggestions and criticisms that moulded my thesis to be what it is today. You made my academic stay comfortable at UB. I am grateful and I appreciate your assistance. You are a passionate and amazing supervisor who inspired me in my academic life. You are an effective communicator and a reliable supervisor who taught me to meet deadlines as you always met yours and kept on encouraging me to do so.

My thesis would not have met the required standard without your valuable inputs. I have no words to express my sincere gratitude for what you did in my life. You gave me constant encouragement in my academic journey, which I cherished every day. When the situation was hard and I was about to give up, you encouraged me to keep working hard. You supported me in my weaknesses. You made me to realise my dream of attaining a doctorate (terminal) degree because you were result oriented throughout my study. Your words of wisdom, encouragement and advice were thus always expressed with great clarity and humility. My defence processes for both proposal and final thesis were smoothened by your professional guidance and support.

Thank you for being someone that I could count on in my academic journey. Times were tough in my studies but you stood by my side and simplified it; you helped me immensely. I appreciate your kindness, thoughtfulness and professionalism. You made a difference in my life. Your kind deeds changed my life and my academic status. I cannot thank you for this favour. You were patient and willing to help me in

my studies. You did not only give me advice on academic life, but also life in general. I was fortunate to have you as my academic supervisor.

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PROFESSOR NATHAN MNJAMA'S SCHOLARLY IMPACT: A VISUAL REPRESENTATION OF PROMINENT CONTRIBUTIONS

**SHADRACK KATUU
UNITED NATIONS**

Introduction

Professor Mnjama's career in the field of archives and records management spans more than four decades. During this period, he has been both a practitioner and an academic, mentoring several generations of professionals from Africa and around the world, several of whom have contributed to this manuscript.

In this brief section, I have provided a listing of the most prominent scholarly contributions authored or co-authored by Prof Mnjama in the period of four decades (see Appendix A). The list of scholarly contributions includes: three theses and one dissertation from his academic pursuits in Kenya, Ghana and the UK. In addition, there are books, chapters of books, peer-reviewed and non-peer-reviewed articles as well as conference papers and seminar presentations. Beyond just providing a listing, I have also provided a visual depiction in the form of a word cloud. Word clouds are typically used to provide a visual summary or a semantic view of an item or a cluster of items that have something in common (Carmel et al. 2012, p.2, Chen et al. 2012). A word cloud is a weighted listing of words or metadata to visualise their frequency distribution and the larger a word is within the cloud, the more frequently it is used in the content (Cui et al. 2010).

The word cloud constitutes a list of 130 of Prof Mnjama's most prominent scholarly contributions (in Appendix A) and was used to contribute a total number of 3 697 words for frequency analysis. The higher the frequency of words included within the word cloud, the larger or smaller the size of other words become within the graphical illustration.

Data analysis

The word cloud was generated using a freely available tool created by a technology expert in the UK, Jason Davies (2018). He has developed a layout algorithm that not only looks at the frequency of a word, but also how each word intersects with the previous or next one in an increasing spiral. Using this mathematical concept of a spiral being a curve that emanates from one point, moving further away as it revolves around the point, a user of Mr Davies tool can decide to represent the spiral either in as Archimedean or rectangular. In addition, the tool developed by Mr Davies has a choice of scale that is either a particular number (n), the square root of that number (\sqrt{n}) or the nonlinear order of magnitude of that number ($\log n$). Figure 1 demonstrates the data analysis choices made in order to generate the word cloud.

As Figure 1 demonstrates, Prof Mnjama's contributions are represented using the rectangular spiral merely based on aesthetics rather than for scientific reasons. In addition, the scale chosen was the square root of the word frequency numbers in order to most clearly visualise the words. The word cloud is illustrated in Figure 2.



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Discussion

The word cloud in Figure 2 depicts the most frequently used words in Prof Mnjama's scholarly contribution.

- The most obvious would be his name since he authored or co-authored every single publication.
- Other clearly prominent words include Records, Archives and Information, which constitute his professional contribution.
- Additional words demonstrate the global nature of his impact through either names of individual countries such as Kenya, Botswana, Namibia, Tanzania, Zambia, Zimbabwe, etc. or regions of the African continent, particularly Eastern and Southern Africa.
- Another unique aspect in the word cloud is the number of people with whom Prof Mnjama worked, ranging from colleagues while at Moi University and University of Botswana to former those at the University College London.
- The word cloud also includes various dates, numbers and months of the year that are drawn mainly from the contributions relating to conference, seminar and workshop bibliographic details.
- Throughout the word cloud, there are concepts in various colours and sizes that outline the particular issues covered in the bibliographic listing. For example: administration, community, conservation, customer, development, digital, governance, government, identity, legislation, migrated, modern, practices, preservation, problems, public, railway, readiness, research, service etc.

This word cloud listing is illustrative and not exhaustive; merely representing the breadth of scope rather than the full extent of words in Figure 2.

There is great debate about the academic relevance of word clouds beyond a pedestrian means of analysis. On the one hand, several doctoral studies have used the word cloud as a data analysis technique. DuBose-Morris (2014) conducted an interpretive phenomenological analysis of clinicians, educators and technical professionals working with tele-health networks and used the word cloud in data visualisation. Fox (2014) conducted a study using mixed methods that explored the extent to which health professions educators use instructional technological and learning-centred pedagogical methods and used the word cloud to provide two levels of analysis: of exact words and synonyms. Even though the word cloud offers an elegant visualisation of frequency and has been used in doctoral levels studies, it only explores a single dimension: that of word frequency. According to Gambette and Véronis (2010, p.561), it remains a basic way of assessing information in very general terms and could be considered “unsupervised clustering”.

Conclusion

In this brief section I have provided a listing of the most prominent scholarly contributions authored or co-authored by Prof Mnjama in the period of four decades. In addition, I have also provided a visual depiction of the contribution in the form of a word cloud. Seeing that word clouds remain a controversial means of visual analysis, it would be remiss for me to leave a discussion of Prof Mnjama’s impact based merely at the level of what Gambette and Véronis (2010, p.561) have termed as “unsupervised clustering”.

For this reason, it is worth adding that there are various other measures of impact and productivity one could employ. One of the most common is to either use the h-index or the i10-index, or both. The h-index is an author-level metric that attempts to measure both the productivity and citation impact of the publications of a scientist or scholar that are indexed in Web of Science (Cornell University Library 2017a). The i10-index was created by Google to count the number of publications with at least 10 citations (Cornell University Library, 2017b). Together, these numbers provide a better elaboration of scholarly productivity. Scholars who have created profiles on Google Scholar have these indexes generated automatically. Prof Mnjama's Google scholar profile is demonstrated in Figure 3.

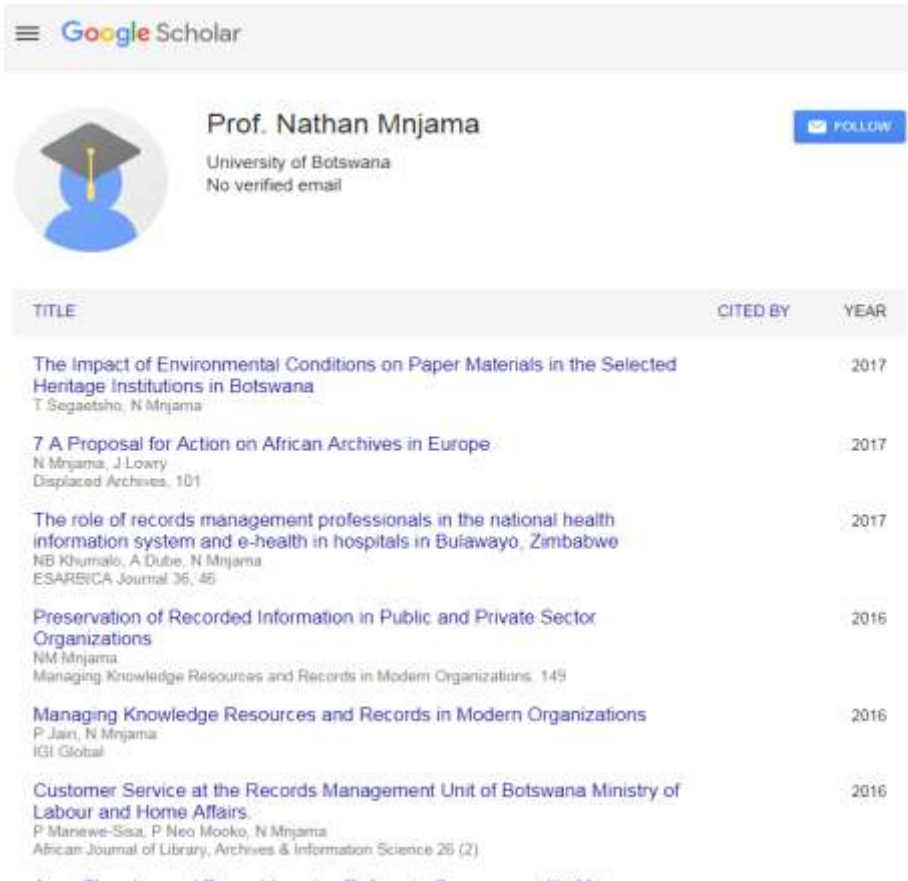


Figure 3 Google Scholar profile

Figure 3 demonstrates that both Prof Mnjama's h-index and i10-index have a number of 11 for a total of 497 citations. However, the profile was only created in the third week of December 2017 and, currently, has a total of 74 articles automatically populated by the Google Scholar indexing engines. This is just slightly above the more than 130 publications that span the four decades of Prof Mnjama's professional career. Over time, it is likely that the figures will change

upward as Google indexing machines continue to add to the listed publications. While this goes on, we continue to celebrate Prof Mnjama's rich and illustrious career, one that continues to inspire generations of practitioners.

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APPENDIX A: PICTURES



Prof Mnjama answering a question during the archives lecture at UNISA, November 2017



Prof Mnjama at UNISA after archives lecture, November 2017



Prof Mnjama at ESARBICA Conference in Maputo Mozambique, 2003



Prof Mnjama in the middle. Class 7 at Mbagathi Road Primary School, Nairobi, 1967



Prof Mnjama with Emma Quick, Executive Secretary ACARM (Association of Commonwealth Archivists) on a study tour to Malaysia National Archives, Audio-visual Section, April 1992.



Prof Mnjama with his wife Joy, Attending a Church wedding at Elimu Pentecostal Church, Finsbury Park London



Prof Mnjama with his girlfriend Joy Wavua whom he later got married to, April 1977



Prof Mnjama during Graduation Ceremony at University of Nairobi, October 1977



Prof Mnjama at Jomo Kenyatta International Airport, December 1979



Prof Mnjama at Jomo Kenyatta International Airport, December 1979



APPENDIX B: LIST OF SELECTED SCHOLARLY CONTRIBUTIONS BY MNJAMA

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